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ABSTRACT

The problem of decreasing 4-H enrollment among senior 4-H youth in Blount County, Tennessee, was undertaken in this study. Data were collected from 246 ninth grade girls in five county schools. The girls were divided into two groups--current 4-H members (N=62) and 4-H club dropouts (N=184). The groups were compared on personal characteristics, parental and family characteristics, participation in various youth groups, and tasks they wished to learn to perform. Thirty-seven independent variables were identified and used as a basis for comparing the two groups. The subjects' 4-H membership status was significantly related to place of residence, age, length of membership, parents' reactions, number of school and extracurricular groups joined, number of 4-H events and activities participated in, feelings toward competition, attitudes toward record books, and amount of time spent watching television. From the results, it is recommended that (1) there be more planning so that the county 4-H program can meet the needs of girls from urban and rural-nonfarm areas, (2) special attention should be given to first-year members, (3) parents should be better informed of the benefits their children receive at all age levels, and (5) more noncompetitive events should be devised. (Author/JS)

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A Research Summary of a Graduate Study

FACTORS RELATED TO 4-H MEMBERSHIP STATUS AND SELECTED CHARACTERISTICS OF NINTH GRADE GIRLS IN BLOUNT COUNTY, TENNESSEE

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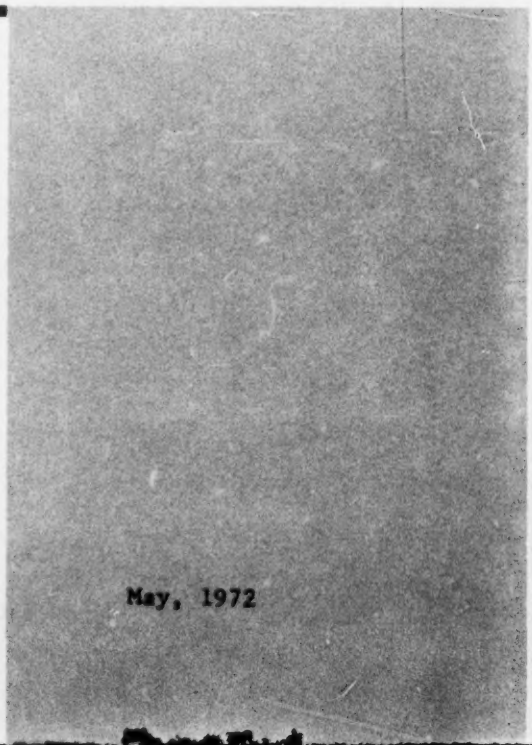

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TABLE OF CONTENTS

	PAGE
ABSTRACT	ii
PROBLEM AND OBJECTIVES	1
POPULATION AND SAMPLE	2
METHOD OF ANALYSIS	2
MAJOR FINDINGS	2
Relation Between 4-H Membership Status and Selected Personal Characteristics	2
Relation Between 4-H Membership Status and Selected Family Characteristics	4
Relation Between 4-H Membership Status and Participation In Organizations, Events and Activities	5
Relation Between 4-H Membership Status and Girls' Interest in Selected Tasks	7
IMPLICATIONS	7
RECOMMENDATIONS	8
BIBLIOGRAPHY	10
APPENDIX	14
Tables 1 - 15	15 - 29

FACTORS RELATED TO 4-H MEMBERSHIP STATUS AND SELECTED CHARACTERISTICS OF NINTH GRADE GIRLS IN BLOUNT COUNTY, TENNESSEE

by

Ruby Nell Peter

May 1972

ABSTRACT

This study was concerned with the problem of decreasing 4-H enrollment among senior 4-H youth in Blount County, Tennessee. Data were collected from all ninth grade girls in Blount County, Tennessee, who were present on the day the group interviews were conducted in each of five schools. A total of 246 interview schedules was judged to be accurate and were used in the analysis. For purposes of analysis, data from the 246 girls were classified into two groups according to their 4-H membership status: (1) girls who were 4-H Club members at the time of the interview (4-H members), and (2) girls who had been but were not 4-H members in 1970 (dropouts). Of the 246 girls interviewed, 62 were 4-H members and 184 were dropouts. The purpose was to compare 4-H members and dropouts as to their personal characteristics, parental and family characteristics, their participation in various youth organizations, and the tasks which they wished to learn to perform. Thirty-seven independent variables were identified and used as a basis for comparing 4-H members

and dropouts. Contingency tables were used to show the relation between the dependent and each independent variable. Chi square statistical analysis was made to show the significance level of relations identified. Chi square values which achieved the .05 level were accepted as statisically significant. Computations were done by The University of Tennessee Computing Center.

Major findings of the study were:

1. The 4-H membership status of girls was significantly related to their place of residence. There was a tendency for 4-H members to live on farms or rural non-farms, while dropouts tended to live in urban and rural non-farm areas.

2. The 4-H membership status of girls was significantly related to their age at the time they first joined 4-H. However, the data did not permit conclusions concerning the age of 4-H members and dropouts when they first joined 4-H.

3. The 4-H membership status of girls was significantly related to the number of years girls remained in 4-H. Tenure of 4-H members was greater than that of dropouts.

4. The 4-H membership status of girls was significantly related to their fathers' reactions when the daughter first joined 4-H. Four-H members tended to feel their fathers were very pleased toward their joining 4-H.

5. The 4-H membership status of girls was significantly related to their mothers' reactions when the daughter first joined 4-H. The 4-H members tended to feel their mothers were very pleased toward their joining 4-H.

6. The 4-H membership status of girls was significantly related to the number of school organizations in which girls held active membership. The 4-H members tended to belong to more school organizations than the dropouts.

7. The 4-H membership status of girls was significantly related to the number of out-of-school organizations to which girls belonged. The 4-H members tended to belong to a larger number of out-of-school organizations than the dropouts.

8. The 4-H membership status of girls was significantly related to the total number of organizations in which girls held active membership. The 4-H members tended to belong to more youth organizations than the dropouts.

9. The 4-H membership status of girls was significantly related to the number of 4-H events and activities in which girls had participated. Dropouts tended to participate in fewer 4-H events and activities than the 4-H members.

10. The 4-H membership status of girls was significantly related to the girls' feelings toward competition. The 4-H members tended to have a more favorable attitude toward competition than the dropouts.

11. The 4-H membership status of girls was significantly related to the girls' attitudes toward record books. The 4-H members tended to have more favorable attitudes toward record books than the dropouts.

12. The 4-H membership status of girls was significantly related to the amount of time the girls spent watching television. The 4-H members tended to spend more time watching television.

Four-H membership status was not significantly related to the girls' age at the time they decided to join 4-H or to drop out of 4-H; the school grades they received most frequently; their future plans for attending college; frequency of church attendance; dating patterns or to a girl's "going steady." Family characteriestics which were not significantly related to 4-H membership status were: parents' marital status; family income; fathers' occupation; mothers' employment outside the home; mothers' membership in clubs or organizations; and mothers' and fathers' levels of education. Other independent variables which were not significantly related to 4-H membership status were the girls' participation on school athletic teams; participation on out-of-school athletic teams; perceptions concerning the attitudes of their friends toward 4-H; and the amount of free time the girls had.

A slightly higher average percent of dropouts than 4-H members felt each of the 18 4-H events and activities should receive less emphasis. A slightly higher average percent of 4-H members than dropouts felt greater emphasis should be given to each of the 18 4-H activities and events.

There was a tendency for a higher percent of 4-H members than the dropouts to know how to perform more of the 21 tasks studied. Consequently, a smaller proportion of 4-H members than dropouts said they would like to learn to perform the 21 tasks. A slightly smaller average percent of 4-H members than dropouts did not like those of the 21 tasks they had tried to perform.

Implications and recommendations also were made.

RESEARCH SUMMARY*

Problem and Objectives

Decreasing 4-H Club enrollment among boys and girls between the ages of 14 and 19 has been a problem of much concern to Extension personnel in Tennessee and in the nation. Enrollment among this age group decreased 35 percent in Tennessee (from 31,643 to 20,550) between 1960 and 1969. In Blount County, Tennessee, senior 4-H enrollment dropped from 428 in 1965 to 127 in 1971, a loss of 70 percent in six years. Other Tennessee counties also had experienced drastic reductions in senior 4-H enrollment.

The overall purpose of this study was to identify some of the factors influencing ninth grade girls in Blount County, Tennessee, to remain in 4-H Club work during the stage in life when the tendency was for most girls to drop out of 4-H. More specifically the objectives were to determine the relationship between membership status (members and dropouts) and (1) selected personal characteristics; (2) selected parental and family characteristics; (3) girls' participation in other youth organizations; (4) girls' attitudes toward 4-H events and activities; and (5) tasks girls were interested in learning to perform.

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Population and Sample

The population included all ninth grade girls in five high schools in Blount County, Tennessee. Data were secured from a total of 293 girls in school when the group interview schedules were administered. Forty-seven of the schedules were discarded because of incompleteness or inaccuracy. This left a total sample of 246 including 62 members and 184 dropouts who provided data which were used in the analysis.

Method of Analysis

The completed interview schedules were coded and responses were recorded on code sheets. Data were punched on data processing cards. Thirty-seven independent variables were identified and used in the analysis of factors related to the 4-H membership status (the dependent variable) of ninth grade girls. Computations were made by The University of Tennessee Computing Center. A contingency table analysis program was used. This program computed two-way frequency and percentage tables, and chi square values. Chi square values which achieved the .05 level of confidence were accepted as significant.

Major findings were classified and presented under headings related to the objectives of the study.

Relation Between 4-H Membership Status and Selected Personal Characteristics

1. Four-H membership status of the girls was significantly related to their place of residence. There was a tendency for the 4-H members

to live on farms or rural nonfarms, while dropouts tended to live in urban and rural nonfarm areas (See Table I, Appendix).

2. Four-H membership status of the girls was not significantly related to their present age (~~See Table II, Appendix~~).

3. Four-H membership status of the girls was significantly related to their age at the time they first joined 4-H. However, the data were inconclusive regarding the direction of the relationship (See Table II).

4. Four-H membership status of the girls was significantly related to the number of years they had remained in 4-H. The longer a girl had been in 4-H, the more likely it was that she would remain in 4-H for another year.

5. Four-H membership status was not significantly related to the girls' school grade level when they first joined 4-H.

6. One-fourth of the dropouts dropped 4-H at the age of 14. The data indicated that once a girl dropped out of 4-H, there was little chance that she would join 4-H again.

7. Four-H membership status of the girls was not significantly related to the school grades they received most frequently.

8. Four-H membership status of the girls was not significantly related to their future plans for attending college. However, a slightly higher percent of 4-H members than dropouts indicated they planned to attend college.

9. Four-H membership status of the girls was not significantly related to their church attendance.

10. Four-H membership status of the girls was not significantly related to their dating patterns.

11. Four-H membership status of the girls was not significantly related to their "going steady."

Relation Between 4-H Membership Status and Selected Family Characteristics

1. Four-H membership status of the girls was not significantly related to their parents' marital status. However, there was a slight tendency for more of the dropouts' parents to be living together than was true for the 4-H members' parents.

2. Four-H membership status of the girls was not significantly related to their reported annual family income. However, there was a tendency for the 4-H members to report higher family income than the dropouts (See Table III, Appendix).

3. Four-H membership status of the girls was not significantly related to their fathers' occupation (See Table IV, Appendix).

4. Four-H membership status of the girls was not significantly related to their mothers' employment outside the home (See Table V, Appendix).

5 Four-H membership status of the girls was not significantly related to their mothers' membership in clubs and organizations.

6. Four-H membership status of the girls was significantly related to their fathers' reactions when their daughters first joined 4-H. Girls who felt their father was pleased by their joining 4-H tended to remain a 4-H member.

7. Four-H membership status of the girls was significantly related to their mothers' reactions when their daughters first joined 4-H. Girls who felt their mother was pleased by their joining 4-H tended to remain a 4-H member.

8. Four-H membership status of the girls was not significantly related to their mothers' educational levels (See Table VI, Appendix).

9. Four-H membership status of the girls was not significantly related to their fathers' educational levels. However, there was a tendency for the fathers of 4-H members to have completed more formal education than the fathers of the dropouts (See Table VII, Appendix).

Relation Between 4-H Membership Status and Participation in Organizations, Events, and Activities

1. Four-H membership status of the girls was significantly related to the number of school organizations in which the girls held active membership. The 4-H members tended to belong to more school organizations than the dropouts.

2. Four-H membership status of the girls was significantly related to the number of out-of-school organizations to which they belonged. Four-H members tended to belong to a larger number of out-of-school organizations than the dropouts.

3. Four-H membership status of the girls was not significantly related to their participation on school athletic teams.

4. Four-H membership status of the girls was not significantly related to their participation on out-of-school athletic teams.

5. Four-H membership status of the girls was significantly related to the total number of organizations in which the girls held active membership. The 4-H members tended to belong to more organizations than dropouts (See Table VIII, Appendix).

6. Four-H membership status of the girls was significantly related

to the number of 4-H events and activities in which they had participated. Four-H members tended to participate in more events and activities than dropouts (See Table IX, Appendix).

7. Four-H membership status of the girls was significantly related to their feelings toward competition (See Table X, Appendix).

8. Four-H membership status of the girls was significantly related to their attitudes toward record books. Four-H members tended to have more favorable attitude toward record books than did dropouts.

9. Four-H membership status of the girls was not significantly related to their perceptions concerning their friends attitudes toward 4-H. However, there was a tendency for more dropouts than 4-H members to feel their friends' attitudes were more favorable.

10. Four-H membership status of the girls was not significantly related to the amount of free time they felt they had. However, there was a tendency for both 4-H members and dropouts to feel they did not have enough activities to fill their free time (See Table X, Appendix).

11. Four-H membership status of the girls was significantly related to the amount of time they spent watching television. There was a tendency for 4-H members to spend more time watching television than dropouts.

12. Four-H membership status of the girls was not significantly related to the number of hours they listened to radio.

13. A slightly higher average percent of dropouts than 4-H members felt each of the 18 4-H events and activities studied should receive less emphasis (See Table XI, Appendix).

14. A slightly higher average percent of 4-H members than dropouts felt each of the 18 events and activities studied should receive greater emphasis (See Table XII, Appendix).

Relation Between 4-H Membership Status and Girls' Interest in Selected Tasks

1. There was a tendency for a higher percentage of 4-H members than dropouts to feel they knew how to perform more of the 21 4-H project related tasks (See Table XIII, Appendix).

2. The proportion of 4-H members who said they would like to learn to perform the 21 tasks was correspondingly smaller than for dropouts (See Table XIV, Appendix).

3. A slightly smaller average percent of 4-H members than dropouts did not like to perform the 21 tasks studied or would not have liked to learn to perform them (See Table XV, Appendix).

Implications

Based on the results of the study and the writer's experience and views, the following implications were made:

1. Since 4-H members tended to live on farms or rural nonfarm areas, additional consideration might be given to planning the 4-H program in Blount County to better meet the needs and interests of the girls living in urban and rural-nonfarm areas.

2. Since age when first enrolled in 4-H was significantly related to membership status, special attention and effort should be given to first year members (especially the eleven year old) if holding power is

to be increased.

3. Since the fathers' and mothers' attitudes toward their daughters joining 4-H were significantly related to membership status, this would imply that special attention and effort should be made by the Extension agents to inform the parents of benefits and cultivate a more positive attitude in parents when their daughters first join 4-H.

4. Since senior 4-H members tended to have participated in more events and activities, it would appear that 4-H tenure might be increased by providing more opportunities at all age levels for member participation.

5. Since competition was significantly related to membership status, it is implied that more activities and events not requiring competition between members should be included in the 4-H program.

Recommendations

If it is desired to retain and increase female 4-H Club members through their senior 4-H Club years in Blount County and other counties faced with similar problems, the factors here found to be associated with 4-H membership status should be considered by those responsible for 4-H work.

Specific recommendations for application of findings include those listed below:

1. Blount County Extension agents should make particular efforts to meet the needs and interests of first year members -- especially ten, eleven, and twelve year olds.

2. Blounty County Extension agents should make appropirate adjustments

in the 4-H program in an added effort to further meet the needs and interests of senior age urban and rural nonfarm girls.

3. Blount County Extension agents should make appropriate adjustments in 4-H participation opportunities for all age levels of 4-H, especially senior.

4. Blount County Extension agents should make particular efforts to cultivate more positive attitude toward 4-H in parents when their daughters first join 4-H.

5. Blount County Extension agents should make particular efforts to gain the interest of and give particular attention to those senior age enrollees who are not actively involved in other school and/or community clubs, organizations, and activities.

6. Blount County Extension agents should consider offering to 4-H'ers of all senior ages opportunities not involving competition with others.

Recommendations for Further Study

1. Additional studies should be conducted in Tennessee to determine "Why?" dropouts leave 4-H work in senior years.

2. A study should be conducted in Tennessee to compare counties with high re-enrollment and high participation records with counties with low re-enrollment and low participation.

3. Other studies should be conducted in Tennessee to further determine needs and interests of senior urban, rural-nonfarm, and farm girls.

4. A study should be conducted in Tennessee to further determine activities and events that do not require record books, but may be offered for senior 4-H member participation.

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APPENDIX

TABLE I

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR PLACE OF RESIDENCE

Place of Residence	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Urban	36	28	39
Rural nonfarm	45	40	47
Farm	19	32	14
Total	100	100	100

[a]Calculated X^2 value = 10.3, significant at the .05 level. Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE II

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND AGE WHEN THEY FIRST JOINED 4-H

Age When First Joined 4-H	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
9 years	15	4	18
10 years	15	24	13
11 years and above	70	72	69
Total	100	100	100

[a]Calculated X^2 value = 10.6, significant at the .05 level. Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE III

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND ANNUAL FAMILY INCOME

Annual Family Income	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Less than $2000	9	10	9
$2000 - $5000	53	44	56
$5000 and over	38	46	35
Total	100	100	100

[a]Calculated X^2 value = 2.5, not significant at .05 level. Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE IV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR FATHERS' OCCUPATIONS

Occupation of Father	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=182) Percent
Farmer	4	3	4
Business	8	12	7
Professional	14	10	10
Laborer	59	61	59
Not employed	15	14	14
Total	100	100	100

[a]Calculated X^2 value equals 2.72, not significant at .05 level. Critical X^2 value for 4 df = 9.49 at the .05 level.

TABLE V

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND EMPLOYMENT OF MOTHERS OUTSIDE THE HOME

Mothers Employed Outside the Home	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=194) Percent
Yes	46	48	45
No	54	52	55
Total	100	100	100

[a]Calculated X^2 value = 0.13, not significant at .05 level. Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE VI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR MOTHERS' LEVEL OF EDUCATION

Mothers' Educational Level	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Grammar School	15	15	15
High School	40	46	39
College	30	25	31
No Response	15	15	15
Total	100	100	100

[a]Calculated X^2 value = 1.36, not significant at the .05 level. Critical X^2 value for 3 df = 7.82 at the .05 level.

TABLE VII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR FATHERS' LEVEL OF EDUCATION

Fathers' Educational Level	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Grammar School	22	18	23
High School	33	42	30
College	28	27	29
No response	17	13	18
Total	100	100	100

[a]Calculated X^2 values = 4.0, not significant at .05 level. Critical X^2 value for 3 df = 7.82 at the .05 level.

TABLE VIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TOTAL NUMBER OF ORGANIZATIONS TO WHICH THEY BELONGED

Total Number of Organizations to Which Girls Belonged	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
None	12	5	14
1 to 2	29	13	35
3 or more	59	82	51
Total	100	100	100

[a]Calculated X^2 value = 18.6, significant at the .05 level. Critical X^2 value for 2 df = 5.99 at the .05 level.

TABLE IX

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND NUMBER OF 4-H EVENTS AND ACTIVITIES IN WHICH THEY HAD PARTICIPATED

Number of 4-H Events and Activities in Which Girls Participated	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
None	30	13	35
1 to 2	45	48	44
3 and over	25	39	21
Total	100	100	100

[a]Calculated X^2 value = 31.6, significant at .05 level. Critical level for 2 df = 5.99 at the .05 level.

TABLE X

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THEIR FEELINGS CONCERNING FREE TIME AVAILABLE

Girls' Feelings Concerning Free Time Available	Senior 4-H Club Membership Status[a]		
	All Students Interviewed (N=246) Percent	Members (N=62) Percent	Dropouts (N=184) Percent
Have too much to do	18	16	18
Not enough activities	82	84	82
Total	100	100	100

[a]Calculated X^2 value = 0.17, not significant at the .05 level. Critical X^2 value for 1 df = 3.84 at the .05 level.

TABLE XI

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD RECEIVE LESS EMPHASIS

	Should Receive Less Emphasis			
	Members (N=62)		Dropouts (N=184)	
Event or Activity	No.	Percent	No.	Percent
Judging records	17	28	40	26
Special interest meetings	10	16	34	22
Bread baking	8	13	20	13
Achievement day	8	13	32	21
Exhibits	7	12	26	17
County fund raising	7	12	15	10
Awarding ribbons	6	10	16	10
Public speaking	6	10	24	15
Demonstration contests	6	10	25	16
Judging contest	6	10	26	17
Dress Revue	5	8	11	7
Share-the-fun	5	8	11	7
4-H project tours	4	7	21	14
Publicize awards and honors	3	5	13	8
Out-of-county trips	2	3	15	10
District 4-H camp	2	3	13	8
Honor Club	2	3	13	8
County Rally Day	1	2	10	6
Total average		10		13

TABLE XII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND 4-H ACTIVITIES AND EVENTS WHICH THEY FELT SHOULD RECEIVE GREATER EMPHASIS

Event or Activity	Should Receive Greater Emphasis			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
Share-the-fun	50	82	120	77
Dress Revue	50	82	117	75
Awarding ribbons	46	75	107	69
Out-of-county trips	46	75	101	65
4-H project tours	46	75	99	64
Publicize awards and honors	46	74	103	66
Bread baking	44	72	113	72
Demonstration contest	42	69	101	65
Honor Club	41	67	95	61
District 4-H Camp	41	67	95	61
Public speaking	40	66	94	60
County fund raising	39	64	104	67
Judging contest	38	62	88	56
Exhibits	35	57	95	61
Achievement day	32	53	77	49
Special interest meetings	31	51	80	51
Judging records	26	43	64	41
County Rally Day	12	20	40	26
Total average		64		60

TABLE XIII

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TASKS GIRLS ALREADY KNEW HOW TO PERFORM

Task	Knew How to Perform			
	Members (N=62)		Dropouts (N=184)	
	No.	Percent	No.	Percent
How to set a table	55	90	160	87
How to cook	51	84	151	82
Select and buy clothes	43	79	147	80
How to take care of babies	48	79	135	73
Be well groomed and have good social manners	46	75	130	70
How to sew	42	69	111	60
How to be at ease with boys	40	66	112	61
Take photographs	38	62	120	65
How to dance	38	62	120	65
Prepare food for a party and serve it	37	61	116	63
Redecorate a room	35	56	76	41
How to plan parties	32	53	103	39
Drive a car	28	46	72	39
How to take care of flowers, shrubs, lawns	28	46	92	49
Repair things	28	46	92	50
Speak in public	25	41	41	22
Give demonstrations	24	39	33	18
How to raise vegetables	20	33	43	23
Preside at meetings	20	33	53	29
How to be a leader	18	30	45	27
Make things of wood, leather, or metal	4	7	11	6
Total average		55		50

TABLE XIV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND TASKS THEY WOULD HAVE LIKED TO LEARN TO PERFORM

	Would Have Liked to Learn			
	Members (N=62)		Dropouts (N=184)	
Task	No.	Percent	No.	Percent
How to be a leader	34	35	104	56
Drive a car	33	54	111	60
Make things out of wood, leather, metal	26	43	81	44
Redecorate a room	25	41	98	53
Preside at meetings	22	36	60	32
How to dance	20	33	53	29
How to be at ease with boys	20	33	64	35
How to plan parties	20	33	60	33
How to sew	19	31	68	37
Prepare food for a party and serve it	17	28	59	32
Give demonstrations	18	30	54	29
Speak in public	18	30	60	33
Repair things	16	26	45	24
Take photographs	16	26	59	32
Be well groomed and have good social manners	14	23	43	23
How to take care of flowers, shrubs, lawns	11	18	30	16
How to take care of babies	11	18	38	21
Select and buy clothes	11	18	34	18
How to raise vegetables	8	13	48	26
How to cook	8	13	28	15
How to set a table	4	7	18	10
Total average		29		31

TABLE XV

RELATION BETWEEN BLOUNT COUNTY GIRLS' 4-H MEMBERSHIP STATUS AND THINGS GIRLS DID NOT LIKE TO PERFORM OR WOULD NOT HAVE LIKED TO LEARN TO PERFORM

	Would Not Like to Learn			
	Members (N=62)		Dropouts (N=184)	
Task	No.	Percent	No.	Percent
How to raise vegetables	33	54	93	51
Make things of wood, leather or metal	31	51	93	50
How to take care of flowers, shrubs, lawns	22	36	65	35
Give demonstrations	19	31	98	53
Preside at meetings	19	31	72	39
Speak in public	18	30	83	45
Repair things	17	28	48	26
How to be a leader	9	15	32	17
How to plan parties	9	15	21	11
Take photographs	7	12	25	14
Prepare food for a party and serve it	7	11	10	5
How to dance	3	5	12	6
How to take care of babies	2	3	12	6
How to set a table	2	3	7	3
How to cook	2	3	6	3
Select and buy clothes	2	3	4	2
Redecorate a room	1	2	12	7
How to be at ease with boys	1	2	9	4
How to be well groomed and have good social manners	1	2	12	7
How to sew	0	0	6	3
Drive a car	0	0	2	1
Total average		16		19

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